

Lesson Plan Analysis

Directions: The teacher who brought the lesson plan and student work should give a brief synopsis of the lesson. They should not identify which student work samples they feel are above, below or met expectations. The rest of the teachers should answer the questions while the teacher who brought the lesson plans and student work listens without interruption.

Part 1: Digital tools and Resources

Please check off any digital tools or technology resources (hardware, software) that were used to promote student learning:

- ☐ The lesson did not use technology
- ☐ Drill & practice applications
- ☐ Productivity tools (*i.e. word processors, spreadsheets, databases*)
- ☐ Viewing streamed audio or video resources
- ☐ Interactive whiteboard (*Smart Board*)
- ☐ Students creating audio, video, or multimedia presentations to share with others
- ☐ Internet resources for research
- ☐ Interactive, collaborative Web 2.0 applications (*i.e. blogs, wikis, Google docs, instant messaging*)
- ☐ Expression/visualization applications (*i.e. paint programs, digital imaging software, desktop publishing*)
- ☐ Use of technology to collect data and solve problems (*i.e. probeware, InspireData, students creating their own online surveys*)
- ☐ Simulations
- ☐ Other:

Part 2: Student Collaboration

Check all that apply:

- ☐ Large group activity
- ☐ Students work on their own
- ☐ Students work in pairs
- ☐ Students work in small groups
- ☐ Students work with other students, adults, or experts outside of their class

Part 3: Higher Order Thinking Skills & 21st Century Skills

Check all that apply:

- ☐ Students create and communicate new information
- ☐ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences
- ☐ Students apply existing knowledge to generate new ideas, products, or processes
- ☐ Students solve problems and construct new knowledge
- ☐ Students use models and simulations to explore complex systems and issues
- ☐ Students identify trends and forecast possibilities or analyze data
- ☐ Students critically evaluate information
- ☐ Students worked on solving problems or creating a project

Part 4: Relevancy & Authenticity

- ☐ The learning experience is directly relevant to students and involved creating a product that has a purpose beyond the classroom

Part 5: Differentiation & Student Engagement

- ☐ Does the lesson plan provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
- ☐ Provide access to a variety of materials which target different learning preferences and reading abilities.
- ☐ Develop activities that target auditory, visual, and kinesthetic learners.
- ☐ Establish stations for inquiry-based, independent learning activities.
- ☐ Create activities that vary in level of complexity and degree of abstract thinking required.
- ☐ Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.
- ☐ Offer students a choice of projects that reflect a variety of learning styles and interests
- ☐ Students are given multiple ways to demonstrate what they know

- ☐ Students are active participants in setting their own educational goals, managing their own learning, and assessing their own progress

Part 6: Literacy Proficiency

- ☐ Provides explicit vocabulary instruction
- ☐ Provides direct and explicit comprehension strategy instruction
- ☐ Provides opportunities for extended discussion of text meaning and interpretation

Part 7: Assessment Practices

- ☐ The assessment process clearly identifies what students should know, understand and/or be able to do
- ☐ Assesses higher-order thinking skills, 21st century skills and subject area content
- ☐ The information from the assessment will be useful in informing instruction
- ☐ Informal (formative) assessment strategies are used periodically in the lesson to check for student understanding